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ABSTRACT

The purpose of this handbook is to serve as a guide to all participants in Ohio Northern University's Field Experience program--faculty, cooperating teachers, and students. It provides a discussion of the nature of clinical experiences; the assumptions that underlie the program; and procedures for application, placement, and evaluation of course-related and non-course-related field experiences. (Author)

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PRE-STUDENT TEACHING FIELD EXPERIENCE:

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Handbook and Guide for

Faculty, Cooperating Teachers, and Students

Editor and Compiler
Marie C. Roos
Director of Field Experiences

SP012 472

Ohio Northern University

Ada, Ohio 45810

1978

2

TABLE OF CONTENTS

	Pages
Introduction	1, 2
Assumptions	3
Elementary Education Program	4
Secondary Education Program	5
Field Experience Program	6
Types of Field Experiences	7
Procedures--Course-Related Field Experiences	8
Field Experience Evaluation Form--Course-Related	9
Procedures--Non-Course-Related Experiences	10, 11
Observation/Participation Request	12
Application	13
Autobiographical Form	14, 15
Observation/Participation Request Letter	16
Participation Assignment Postcard	17
Confirmation Letter to School	18
"An Overview of Participation"	19
Field Experience Evaluation Form	20
Verification Letter to Student	21
Student's Personal Field Experience Log	22

INTRODUCTION

The purpose of this handbook is to serve as a guide to all participants in Ohio Northern University's Field Experience program. First, it addresses itself to pre-service ONU students who as Associate Teachers are expected to abide by the policies and regulations contained herein. Second, it is designed to give an overview of the total Field Experience program to other participants--classroom teachers, school administrators, and university supervisors.

Ohio Northern University's Teacher Education program is designed to be in compliance with the Standards for Colleges or Universities Preparing Teachers. In Section A of standard ED^{b}-303-02 it was noted:

> Each teacher education student shall satisfactorily participate in clinical experiences which present individual cases or problems involving the application of principles and theory in teaching and learning. Through clinical experiences under the direction and supervision of experienced faculty--in a college or university setting, approved or chartered school, or other approved setting--the teacher education student shall be involved in the use of diagnostic testing instruments and observational techniques to enable an analysis of pupil learning progress or difficulties, on both an individual and group basis and prescriptions of instructional strategies, educational media, and materials to maximize pupil learning outcomes.[1]

We support the definition of the clinical study of teaching as proposed by the Association of Teacher Educators (ATE). According to the ATE, the clinical study of teaching is "a continuous exploration and examination of educational possibilities

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[1]Ohio Department of Education, Standards for Colleges or Universities Preparing Teachers, page 4.

in particular settings and under varying conditions".[2] Further, the ATE maintains that it is a systematic attempt to generate: (a) instructional plans, (b) imaginative teaching strategies, (c) implementation of instruction, and (d) observation of instruction involving situational analysis and feedback. Ultimately, through these processes, skillful teaching becomes the end product.

It is our intent that clinical experiences at ONU incorporate the three major functions outlined by the ATE:

1. They illustrate and demonstrate principles of practice.
2. They involve the application and testing of teaching and learning theory.
3. They provide learning opportunities for developing competency in the full range of teacher tasks.[3]

Approaches to clinical experiences may comprise a variety of forms. Some may occur at the university setting, while others might involve students in a field setting at the elementary or secondary levels. Illustrative of those which might occur in a university milieu are micro-teaching involving student peers, role playing, and reacting to teaching situations depicted in film or tape. Typical of field experiences are those which include observations; functioning as a teacher's aide; and instructional tasks with individuals, small groups, or total class.

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[2]Association of Teacher Educators. Guidelines to Clinical Experiences in Teacher Education, Washington, D.C.: Association of Teacher Educators, 1973, p. 10 .

[3]Ibid., p. 10 .

ASSUMPTIONS

The major assumptions upon which Ohio Northern University's Field Experience program is based are the following:

1. Teacher education at Ohio Northern University is a cooperative effort among classroom teachers, administrators, professors, and community personnel.

2. Earlier experiences in the classroom and interaction with children on a variety of levels will assist Teacher Education majors in decisions regarding their careers.

3. Supervised clinical experiences which present individual cases and/or problems provide a vehicle for the application of principles and theories presented in methods instruction.

4. When emphasis is placed on a variety of teaching competencies, that is, diagnosis, evaluation, instructional design, and the utilization of support systems, improved teaching is the end product.

5. A minimum of three hundred hours of Field Experiences prior to student teaching will provide those experiences which have the potential of facilitating success in student teaching.

6. Field experiences which commence early in Freshman year and are sequential in nature, enhance a Teacher Education Program.

7. Each of the methods courses which incorporates planned, sequential clinical experiences which are supervised by professors teaching the course/s are mutually beneficial for all participants.

8. A strong clinical program which emphasizes diagnosis of pupil learning difficulties and/or progress and which prescribes a program to alleviate the problem is essential to effective teaching.

ELEMENTARY EDUCATION PROGRAM
1978-79

GETTY COLLEGE OF ARTS & SCIENCES
OHIO NORTHERN UNIVERSITY

FRESHMAN AND SOPHOMORE YEARS

English 100
English 101
English 102

Math 100
*Math 172 (W)
*Math 173 (S)

For. Lang. (4)
For. Lang. (4)
Biology 100 (4)
Psychology 100 (4)
Chemistry 100

Education 100
History 100
*Phys. Ed. 222
Music 100
*Music 112 (WS)

Phys.Ed. (1)
Phys.Ed. (1)
Phys.Ed. (1)

*Orientation (1)(F)

*English 200 (F)
*English 351 (W)
*English Elective

*Gov't.201 (FW)
*Gov't.202 (WS)
*Gov't.203 (FW)

Speech 100
Physics 100
Economics 100

*Art 114 (FW)
*Art 115 (WS)

*History 433
or 400
*Phys. Ed. 233

*Educ. 223 (4)
*Educ 250
*Educ. 281 (W)

Religion 105
Philosophy 100

JUNIOR AND SENIOR YEARS

*Educ. 310 (A)(4)
*Educ. 311 (A)(4)

*Educ. 312 (B)(4)
*Educ. 309 (B)(4)

*Educ. 314 (C)(4)
*Educ. 308 (C)(4)

*Non-Western History

*Soc.Sci.Elective
*Soc.Sci.Elective

*Art 100 or Music
Elective

-----Electives to make your total hours at least 182

*Designates courses which constitute the Elementary Education major.

*Educ. 470-471
(15 hours)

---

1. The letters F, W, and S (Fall, Winter, Spring) indicate the quarter or quarters courses are offered if they are NOT offered each quarter.
2. Some interchange of courses is possible but ALL general education courses required in the Getty College of Arts & Sciences MUST be completed by the end of the Sophomore year.
3. In the Junior year, the letters A, B, and C show the sequence of two-course groups of the Elementary Education methods courses as they must be taken.
4. The following History/Political Sciences courses may be used as Non-Western History: 222, 223, 224, 324, 325, 335, 336, 414.
5. Courses in Business, Economics, History, Political Science, and Sociology may be used as Social Science electives.
6. Field and clinical experience reports must be coordinated through your advisor and must be completed BEFORE you register for Student Teaching (Education 470-471).
7. Two participation experiences of one-week duration each (five consecutive days) must be completed BEFORE your Junior year. One of these is to be in the Primary Grades and the other is to be in the Intermediate Grades. An additional one-week experience is highly recommended if you are working for certification in Special Education or Kindergarten.
8. Apply for admission to Teacher Education during the quarter in which you will complete 90 quarter hours of course work. Of the Education courses required, 223, 250, and 281 MUST be taken before being admitted to Teach.Ed.
9. Request from the Office of the Dean of the Getty College of Arts & Sciences the Checklist of Unfulfilled Requirements at the beginning of your Junior year.
10. Apply for graduation during the quarter before you anticipate graduation.
11. Apply for Ohio Teacher Certification the quarter in which you graduate.

SECONDARY EDUCATION PROGRAM
GETTY COLLEGE OF ARTS & SCIENCES
OHIO NORTHERN UNIVERSITY

The following sequence of courses and clinical/field experiences will provide you with the greatest amount of flexibility in your scheduling, particularly regarding your methods course and your student teaching. Any exceptions to this sequence should be done only with the approvel of your adviser in the Department of Education.

FRESHMAN YEAR

- Education 100 (General Education course)
- Psychology 100 (Prerequisite for Education 224, Adolescent Psychology)
- Begin your field and clinical experiences toward the 300 hours required BEFORE you do your student teaching.

SOPHOMORE YEAR

- Education 224 (Adolescent Psychology)
- Continue your program of clinical/field experiences, including your first one-week participation in a high school, a junior high school, or a middle school (your choice).
- Apply for admission into the Program of Teacher Education during the first part of the Spring Quarter (no later than April 1st).

JUNIOR YEAR

- Education 370 (School and Society)
- Education 380 (Secondary Curriculum)
- Methods course in your major field (see your adviser as to which methods course you must take).
- Continue your field/clinical experience program, including your second one-week participation (high school if you chose either middle school or junior high school; middle school or junior high school if you chose high school before).
- Apply for student teaching for your senior year. This application is to be made during the Winter Quarter of your junior year so that we might be able to make your placement during the spring before your senior year. (This enables us to make the best possible placement for you to do your student teaching.)

SENIOR YEAR

- Education 480-481 (Student Teaching). This is a full-time responsibility for the entire quarter. No other course is to be scheduled without the prior approval of the Director of Teacher Education.
- Your field/clinical experience program must be at least 300 hours BEFORE your student teaching. You are encouraged, however, to continue your field/clinical experiences after your student teaching.
- Apply for your Ohio Four Year Provisional Certificate early in your final quarter here at Northern. (Application forms are available in the Office of the Registrar.)

All students graduating after September 1, 1980, must have had Education 342 (Reading in a Content Area) and must have demonstrated competency in the use of instructional media (Education 250--three hours, class plus laboratory--or Education 251--one hour, laboratory only). Students graduating before that date are encouraged to take these courses if at all possible.

Although your adviser in your major department is your primary adviser, your assigned adviser in the Department of Education will be pleased to talk with you at any time regarding any of the above requirements and/or suggestions.

Ohio Northern University
Division of Teacher Education

Field Experience Program

I. INTENT
- A. To provide early, continuous, supervised field experiences
- B. To provide a variety of field experiences, including clinical experiences, in urban, suburban, rural settings
- C. To provide opportunity for the student on an organized basis to assume responsibilities for instructional assistance to youth, particularly the age group which the student plans to teach
- D. To meet or exceed the minimum State Standards for field experience--300 hours

II. PROGRAM
- A. Requirements
  1. Minimum of 300 hours
  2. To be completed after high school graduation, prior to and in addition to Student Teaching requirement
  3. Hours logged include:
     a. Contact time with children/youth on an organized basis
     b. Preparation of materials for field experience
     c. Conference time with supervising personnel
  4. Two five-day field experiences in the schools are now required--one being in an urban or suburban school and the other in a rural school.
- B. School-related experiences - at least 150 hrs. of the 300 hrs.
  1. Participation, full-time, in home-town school, during ONU vacation (September, November, March, May).
  2. University-class related, such as:
     Methods classes — Elementary Physical Education
     Children's Literature — Assisting in College Classes (50-hr. max.)
     Child/Adolescent Psychology (clinical)
  3. Other school-related, such as:
     Teacher aide, on regular basis
     Special Education aide in LD, EMR, Marimor, on regular ba
     Special programs: Outdoor Education, Kindergarten assist
  4. Clinical experiences, at least 50 hours
- C. Community-related activities, such as:
  Teaching/assisting in Church/Bible School, church youth groups.

III. PROCEDURE
- A. Logs (brief) kept by the student, noting significant activity.
- B. Evaluations by the immediate supervisor, at end of FE, commenting on effectiveness of student, approving time submitted.
- C. Arrangements - cleared in advance through Teacher Education Office.
- D. Planning: 100 hrs. before Sophomore year
  (guide) 200 hrs. before admission to Teacher Education (Junior)
  300 hrs. before Senior Year
- E. Supervision primarily by supervisor of activity involved
- F. Some arrangements for university personnel to provide limited supervision.

IV. CREDIT
- A. Maximum number of hours credit given for any one field experience is 50 hours. Hours in excess of this must be approved by the Chairman of the Department of Education.
- B. Must have a minimum of 300 hours to meet State Standards.

TYPES OF FIELD EXPERIENCES: ELEMENTARY AND SECONDARY

The following is a representative, though not exhaustive, list of Field Experience possibilities. Obtain your advisor's approval before applying for placement in any of these experiences.

1. Observation/Participation
2. Tutoring
3. Teaching small group/class
4. Presentation/Demonstration
5. Interview
6. Conference
7. Developing a lesson plan
8. Grading/Evaluating
9. Teacher aide
10. Remedial programs
11. Enrichment programs
12. Children's literature programs
13. Monitoring tests
14. Story telling
15. Showing films
16. School camp counselor
17. Sunday school teacher
18. Youth advisor
19. Youth club sponsor
20. Supervised study
21. Playground supervision
22. Observation of parent conferences
23. Assistance in media use
24. Orientation of teaching staff
25. Attendance at teacher's meetings
26. Clerical duties
27. Receptionist in office
28. Supervising independent projects
29. Summer camp
30. Choir director
31. Lunchroom supervisor
32. YWCA Youth Leader
33. Team coach or assistant
34. Nursery school assistant
35. Library assistant
36. Recreation director
37. Boy or Girl Scout adviser
38. Advisor to student newspaper

PROCEDURES

Course-Related Field Experiences

1. All course-related field experience placements are arranged by your instructor.

2. Likewise, the methods of field experience assessment will be determined by your instructor. Evaluation procedures may vary from course to course.

3. All field experience assessment forms should be filled out and mailed directly by your cooperating teacher at the school to your supervisor at the university.

4. After assessment forms have been reviewed by your education advisor, they will be filed in your permanent folder in the Department of Education.

Non-Course-Related Field Experiences

1. All field experience placements which are non-course-related are arranged through the Director of Field Experiences in Dukes 309.

2. Field Experience request forms are available in Dukes 309. A written request is made for placement in the school and/or grade of your choice. Turn this request and autobiographical form in to the secretary who will contact the school regarding your request. Upon confirmation of your request, you will be notified by mail regarding your assignment. (See Appendix A for copies of letters and Overview of Participation Experiences which are sent to school administrators.)

3. Supervision of non-course-related field experiences is done by on-site personnel. A recommendation and contact hour validation is sent to ONU dukes 309.

4. Travel time and planning time are computed in total field experience hours.

5. After the evaluation form has been completed by on-site personnel, this form should be returned in an enclosed self-addressed envelope. All field experience evaluation forms should be filled out and mailed directly by your cooperating teacher at the school to your supervisor at the university. These forms will be filled out in triplicate, being distributed to the following:
   a. your department advisor
   b. your education advisor
   c. the student

6. These evaluation forms must be in our files in order to verify the 300-hour field experience requirement.

Ohio Northern University
Division of Teacher Education

Field Experience Evaluation Form: Course Related

ONU Student _____ School _____

Date _____ Grade _____ Total Hours _____

Note: Check only those items which you feel confident in assessing. Please return this form to this student's ONU supervisor.

Competencies	Good	Fair	Poor	Remarks
I. Personal/Professional				
A. General Health				
B. Self-Confidence				
C. Responsibility				
D. Initiative				
E. Rapport with Students				
F. Enthusiasm				
G. Language				
H. Oral Communication				
I. Interest in Teaching				
II. Instructional				
A. Plans for Lessons				
B. Motivational Strategies				
C. Knowledge of Subject				
D. Use of Media				
E. Classroom Management				
F. Diagnosis				
G. Evaluation				
H. Questioning Skills				
I. Concept Building				
J. Others				

Cooperating Teacher (Signature) _____ ONU Supervisor (Signature) _____

Field Experience Application and Placement Procedures

for Non-Course-Related Requests

1. Please use these guidelines when applying for the following types of Field Experiences:

   a. Arrangement for a period of five consecutive school days, full-time, in your hometown or neighboring school. We strongly recommend observation/participation experiences in an urban or suburban school, as well as a week's experience in a rural school.

   b. Arrangement for a period of observation/participation other than that of a week's duration, for example, selected time slots over a period of several weeks or a quarter.

2. All non-course-related field experiences must be approved by your educational advisor before application is made for field experiences.

3. Requests for observation/participation are made in the Department of Education--Dukes 309. Fill out an "Observation/Participation Form" and an "Autobiographical Form." When completed, these forms are returned to the secretary in Dukes 309. (See pages 13, 14 and 15 for sample forms.)

4. A letter and a postcard requesting permission for observation/participation in a particular school and grade/level are forwarded to the principal involved. If the request is approved by the principal, he/she signs and returns the postcard. (See pages 16 and 17 for sample forms.)

5. Upon receipt of the postcard, the Department of Education will send a confirmation letter, "An Overview of Observation/Participation," a "Field Experience Evaluation Form" in triplicate, an "Autobiographical Form," and a self-addressed, stamped return envelope to the principal.
   (See pages 18, 19, 20 and 14 and 15 for sample forms.)

6. Subsequently, the secretary in Dukes 309 forwards a letter to the Ohio Northern University student which gives information regarding his/her placement.
   (See page 21 for sample form.)

7. Upon completion of the Field Experience, the Cooperating Teacher fills out the Field Experience Evaluation Form and requests the student to complete his/her part. The Cooperating Teacher then returns the evaluation form in the enclosed self-addressed envelope. This form, which is filled out in triplicate, is distributed to the following:

a. the student's advisor
b. the student's educational advisor
c. the student's permanent file

(See page 20 for sample form.)

* * * * * * * * * * * * * * *

All other types of non-course-related Field Experiences are arranged by your educational advisor who will make all arrangements regarding application, placement, and evaluation.

Ohio Northern University
Division of Teacher Education

Field Experiences: Observation/Participation Request

WHAT: If you are interested in applying for Field Experiences, please use the back of this form to request the following:

1. Arrangement for a period of five consecutive school days, full-time, in your hometown or neighboring school. We strongly recommend observation/participation experiences in an urban or suburban school, as well as a week's experience in a rural school.

2. Arrangement for a period of observation/participation other than that of a week's duration, for example, selected time slots over a period of several weeks or a quarter.

ACTIVITIES: Observation/participation experiences may include the following:
1. Micro-teaching of lessons
2. Use of instructional media
3. Individual student and small group instruction
4. Teachers' meetings
5. Assistance in the following areas: playgrounds, cafeterias, study centers, administrators, counselors and custodians.

WHEN: Participations are ideally set up during ONU vacation periods:
1. In September before classes resume
2. In November preceding Thanksgiving
3. In March during spring break
4. In May after Commencement

WHY:
1. A required component of Teacher Education FIELD EXPERIENCES.
2. To provide a broad view of the teacher in action in the total environment for teaching.
3. To help prepare you for Student Teaching.

HOW: Fill out these forms and return them to the secretary in Dukes 309 at least two (2) weeks before you begin your participation.

FOLLOW-UP: Complete the yellow FIELD EXPERIENCE RECORD FORM, give it to your cooperating teacher to comment on your involvement, and return it to the Education Department for our records and your credit.

1/31/78

OHIO NORTHERN UNIVERSITY
Ada, Ohio 45810

Division of Teacher Education

Application for Participation

Name _____
(Please print) LAST FIRST

HOME Address _____

_____ ZIP: _____ Phone _____

ADA Address _____ Phone _____

Class rank as of September (Circle one) Freshman Sophomore Junior Senior

Teaching level: Elementary ____ Special: Art ____
Secondary _____ Music ____
Phys. Ed. ____
Major (if secondary) _____ Health ____

Dates you request Participation _____

Approval of Educational Advisor _____ _____
Signature Date

* * * * * * * * * * * * * * *

INFORMATION CONCERNING THE SCHOOL IN WHICH YOU WISH TO PARTICIPATE

Principal _____

Name of School _____

Address of School _____

_____ ZIP: _____

Date _____

Ohio Northern University
Division of Teacher Education

Pre-Student Teaching Field Experiences

Autobiographical Form

The purpose of this autobiographical data is to acquaint Cooperating Teachers with students with whom they will be associated in pre-student teaching field experiences. Please fill out this form which will be mailed to your CT prior to your arrival in the classroom. Since this form will be completed for each observation/participation experience, you may wish to make a copy for your files.

Name: _____
(Print) Last First Initial

College address: _____ Phone _____

Home address: _____ Phone _____

Class rank: ___Freshman, ___Sophomore, ___Junior, ___Senior, ___Post Graduate

Certification area/s: _____

Major advisor: _____

Time to be spent in observation/participation in the classroom:

Date/s: _____ Time/s: _____

List prior experiences which you have had with children. (Teacher aide, tutor, scout leader or assistant, Sunday School teacher, and others) Indicate grade levels/age levels.

_____

_____

_____

_____

_____

_____

List about three or four basic objectives which you wish to accomplish during this observation/participation experience.

_____

_____

_____

_____

Identify any talents, skills, or special interests that you have which may be assets in teaching,such as, artistic, musical, athletic, or related skills.

Introduce yourself to your Cooperating Teacher. Relate information about your family, early education, travel, work experiences and/or plans for the future.

Ohio Northern University
Ada, Ohio 45810
The George Franklin and Sarah Catherine Getty
College of Liberal Arts
Department of Education

S A M P L E

February 8, 1978

Mr. Charles Peckinpaugh, Principal
Ada Elementary School
Grand & Turner Streets
Ada, OH 45810

Dear Mr. Peckinpaugh:

Colleges engaged in teacher education provide a pre-student teaching experience so that students can become acquainted with the total school program and can observe and participate in the work of the teacher. Classroom activities, playground and cafeteria observation, the work of the administration, general and building teachers meetings, and the use of instructional materials are some of the areas included.

The participation period is spent in the school system in the student's home town for a period of one week when the university is not in session. Since the students who participate have found it to be of great value in their professional courses and student teaching, we now require all students to include this as part of their teacher education program.

The student whose name appears at the end of this letter desires to do Participation in your school system. If you are willing to have this student, please complete the assignment card and return for our records. Evaluation forms and suggested participation activities will be sent to the administrators prior to the student's arrival.

Sincerely,

George B. Miller, Jr.
Chairman
Division of Teacher Education
Getty College of Liberal Arts

GBM:sak

Student _____ College Rank _____

Address _____ Phone _____

Grade Level _____ School _____

Date of Participation _____ Subject _____

OHIO NORTHERN UNIVERSITY
Ada, Ohio 45810

Participation Assignment

Name of Student _____

Assignment: School _____

Address _____

Principal _____

Date Participation to begin _____

Ohio Northern University
Ada, Ohio 45810
The George Franklin and Sarah Catherine Getty
College of Liberal Arts
Department of Education

S A M P L E

February 8, 1978

Mr. Charles Peckinpaugh, Principal
Ada Elementary School
Grand & Turner Streets
Ada, OH 45810

Dear Mr. Peckinpaugh:

Ohio Northern University appreciates the willingness of your school system to cooperate in our Participation Program.

We received your confirmation in the mail and have notified Terri Kubbs to report to your school on February 27 and continue through March 3, 1978.

We have enclosed an "Overview of Suggested Activities" relevant to this type of experience. A Field Experience Record Form for your evaluation of the student's participation is enclosed. Please have the student describe his experience and sign it before giving to you or the cooperating teacher to evaluate and sign. We have enclosed a return envelope for your convenience.

Sincerely,

George B. Miller, Jr.
Chairman
Division of Teacher Education
Getty College of Liberal Arts

GBM:sak

Enclosures

Ohio Northern University
Division of Teacher Education

An Overview of Participation

PURPOSE: Ohio Northern students should have the opportunity to participate in a variety of school-related activities. The following list is representative of some activities in which students are encouraged to particpate.

SUGGESTED ACTIVITIES:

1. Orientation - Become acquainted with:
   a. The school building
   b. Instructional materials used at all teaching levels
   c. The curriculum
   d. The teaching staff
   e. The non-teaching staff

2. Pupils - Observe:
   a. Small groups, large groups, individuals
   b. Special education classes
   c. Homerooms
   d. Co-curricular activities

3. Routine Activities - Assist with:
   a. Distribution of materials
   b. Study hall or library
   c. Compilation of data for reports or records

4. Classroom Activities:
   a. Put instructional materials on the chalkboard
   b. Assist with bulletin boards or exhibits
   c. Assist in the administration and scoring of tests
   d. Collect and distribute materials
   e. Use audio-visual equipment
   f. Read stories
   g. Teach a class, or a small group, or tutor an individual

5. Non-teaching Activities - assist with:
   a. Assist with co-curricular activities
   b. Assist on the playground
   c. Give help in cafeteria supervision

6. Professional Activities:
   a. Attend teachers' meetings
   b. Become acquainted with professional literature available to teachers within the school
   c. Become acquainted with the professional services available to teachers. (Psychologist, nurse, audio-visual coordinator, etc.)
   d. Discuss problems, trends and issues of education with teachers, principals, supervisors.

Ohio Northern University
Division of Teacher Education

Field Experience Evaluation Form: Non-Course Related

Name: _____ Major Area: _____
Last First Middle

Grade(s) observed: _____ Educ. Adviser: _____

Type of Experience:
___ School-related, Participation ___ Rural School
___ School-related, Clinical ___ City School
___ School-related, Other ___ 1st 5-day experience
___ Non-school-related ___ 2nd 5-day experience

Log of time: ___ Hours in contact with youth ___ Less than 5 days
___ Hours in conference with supervisor
___ Hours in preparation of materials TOTAL HOURS _____

Dates of Field Experience: _____

Location: _____

Types of experiences/activities:

Evaluation of Student's Assistance and/or Participation. (To be completed by Supervisor)

To the best of my knowledge, the above report of the student is accurate.

Name _____ Position _____ Date _____

Ohio Northern University
Ada, Ohio 45810
The George Franklin and Sarah Catherine Getty
College of Liberal Arts
Department of Education

S A M P L E

Miss Marybeth Choma
Box 97 Brookhart Hall
Campus

Dear Marybeth:

You have been assigned to Westbranch Local High School for your participation, as you requested. Please report to Mr. Oscar Andreani, the school principal, on February 27 and continue through March 3rd.

A Field Experience Record Form will be sent to your cooperating teacher. Upon completion of this experience, the cooperating teacher fills out the Field Experience Record Form and requests you to complete your part. Your cooperating teacher then returns the form to our office.

We hope that this observation/participation experience will be rich and rewarding for you. If for any reason you are unable to participate, please let me know immediately.

Sincerely,

George B. Miller, Jr., Chairman
Division of Teacher Education
Getty College of Arts & Sciences

GBM:sak

Ohio Northern University
Division of Teacher Education

Student's Personal Field Experience Log

Name: _____ Major: _____
Last First Middle

Nature of Field Experiences		Hours this Experience	Total Clock Hours
Clinical	Non-Clinical		